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AUTHOR Opperman, Prudence; Gampert, Richard D.
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ABSTRACT

The cohort method was used to compute graduation and dropout rates for 82,935 New York City public high school students who entered grade 9 in 1984 and were expected to graduate in June 1988. Separate studies were conducted for the following: (1) a 1-year follow-up of the Class of 1987; (2) a 2-year follow-up of the Class of 1986; (3) a preliminary study of the Classes of 1989 and 1990; (4) self-contained special education classes whose students were born in 1970 (Special Education Class of 1988); (5) a 1-year follow-up of the Special Education Class of 1987; (6) a 2-year follow-up of the Special Education Class of 1986; (7) and a preliminary study of the Special Education Classes of 1989 and 1990. Findings include the following: (1) the 4-year dropout rates for the Classes of 1986 (21.8 percent), 1987 (22.4), and 1988 (20.8) were similar, and were expected to rise with additional years in school; (2) most students dropped out in the ninth or tenth grade and most were at least 1 year overage for their grade; (2) dropout rates for the classes of 1989 and 1990 will not differ from those of the Classes of 1986, 1987, and 1988; (4) the 4-year graduation rate for the Class of 1986, (41.0 percent), 1987 (39.2 percent), and 1988 (40.1 percent) were similar, and were expected to rise with additional years in school; (5) the dropout rate of the Special Education Class of 1987 had risen to from 24.1 to 31.3 percent; (6) the dropout rate of the Special Education Class of 1986 had risen from 24.5 to 37.5 percent; and (7) the assumption that high school is a 4-year process may no longer be valid for school management decisions and statistical calculations due to the large number of students who take more than 4 years to complete high school. Statistical data are presented on three figures and 27 tables. Three appendices provide a definition of the cohorts (general education), a school-level analysis for the Class of 1988, and graduation and dropout rates for the Class of 1986. (PJ)

ED311144

OREA Report

ACCOUNTABILITY SECTION REPORT

The Cohort Report:
Four-Year Results for the Class of 1988
and
Follow-Ups of the Classes of 1986 and 1987

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for Instruction and Development

ACCOUNTABILITY SECTION REPORT

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Four-Year Results for the Class of 1988
and
Follow-Ups of the Classes of 1986 and 1987

prepared by

Prudence Opperman
Administrator

Richard D. Gampert
Special Assistant

Office of Research, Evaluation, and Assessment
Robert Tobias, Director

April, 1989

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THE COHORT REPORT: CLASS OF 1988

HIGHLIGHTS

Introduction

This study used the cohort method to compute graduation, discharge, and dropout rates. The results are not estimates of these rates; rather, they are the actual four-year results for the 82,935 students in the Class of 1988. The report also includes a one-year follow-up of the Class of 1987, a two-year follow-up of the students in the Class of 1986, and preliminary data for the Class of 1989 and the Class of 1990.

Consistent with previous Cohort Reports, the results continue to suggest that the assumption that high school is a four-year process is no longer valid. After four years, one-fourth of the Class of 1988 was still enrolled for a fifth-year of high school; 12 percent of the Class of 1987 was still enrolled for a sixth year of high school. The results for the Class of 1988 show a small improvement in the four-year dropout rate relative to the Classes of 1986 and 1987 and a small increase in the four-year graduation rate relative to the Class of 1987.

Dropouts

- The four-year dropout rate for the Class of 1988 was 20.8 percent (compared to the four-year rate of 22.4 percent for the Class of 1987 and 21.8 percent for the Class of 1986).

- Three-fourths of the students were in ninth or tenth grade when they dropped out, even though they had been in school for three or four years. Most were overage for grade when they entered the cohort in ninth grade.

- After five years, the dropout rate for the Class of 1987 had risen to 28.4 percent. After six years, the dropout rate for the Class of 1986 had risen to 27.3 percent.

- Preliminary findings for the Classes of 1989 and 1990 indicate that their dropout rates will not differ appreciably from those for the Classes of 1986, 1987, or 1988.

Graduates

- The four-year graduation rate for the Class of 1988 was 40.1 percent (compared to the four year rate of 39.2 for the Class of 1987 and 41.0 percent for the Class of 1986).

- After five years, the graduation rate for the Class of 1987 had risen to 46.6 percent. After six years, the graduation rate for the Class of 1986 had risen to 54.1 percent.

- One graduate in ten in the Class of 1988 received a G.E.D. The five year results for the Class of 1987 and the six year results for the Class of 1986 show slightly higher ratios.

Students Still Enrolled

- One-fourth of the Class of 1988 was still enrolled in high school on June 30, 1988.

- Almost three-fourths of still-enrolled students were in eleventh or twelfth grade; about 40 percent of the still-enrolled students were attending school on a regular basis during the 1987-88 school year.

- Over 10 percent of the Class of 1987 was still enrolled for a sixth year of high school. Almost 70 percent of these students were in eleventh or twelfth grade.

- Only 5 percent of the Class of 1986 was still enrolled in high school on June 30, 1988. However, only 25 percent of these students had any attendance record, indicating that these students, though still on register, are no longer attending school. If all of these students become dropouts, the final dropout rate for the Class of 1986 could go as high as 33 percent.

The Special Education Classes

- Only 3.5 percent of the Special Education Class of 1988 had graduated by June 30, 1988; almost 60 percent of the Class was still enrolled in school.

- The one-year follow-up of the Special Education Class of 1987 found that the dropout and graduation rates had risen to 31.3 percent and 4.9 percent, respectively. The percent of students still enrolled, however, decreased by less than 10 percentage points. As the still-enrolled students will be 20 years old during the 1989-90 school year, a large portion of them could age out of the school system during the 1990-1991 school year.

- The two-year follow-up of the Special Education Class of 1986 found the dropout rate had risen from 24.5 percent to 37.5 percent; the graduation rate had risen from 1.4 percent to 13.8 percent; and the percent of students still enrolled had dropped from 58.8 percent to 31.8 percent. These still-enrolled students will be 21 years old during the 1988-89 school year and will, therefore, age out of the school system.

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I. INTRODUCTION

Since 1978, the New York City Board of Education has provided information in the *Annual Dropout Report* about students discharged as dropouts. This annual accounting presents the number of students discharged as dropouts during the previous school year and estimates a four-year dropout rate based on the one-year statistics. The Cohort Report uses a different procedure. It tracks the school progress of students who entered ninth grade in a given year and presents graduation rates as well as dropout rates for these students through four (or more) years of high school.

Each methodology has special advantages. Because the Board of Education has used the *Annual Dropout Report* method since 1978, it permits comparisons to be made over a substantial period of time. It is also the method used by the New York State Education Department in developing state-wide statistics. The cohort method, on the other hand, is a head count of dropouts, graduates, and transfers over a four year period and beyond. As such, it offers a comprehensive, precise approach to counting dropouts that reflects what actually happens rather than what data analysts project will happen. Since this is the third *Cohort Report*, trends can begin to be analyzed that will provide a more accurate picture of the direction in which the school system is moving.

The first cohort report, *The Cohort Dropout Study: The Class of 1986*, focused on the outcomes for students who entered the ninth grade in 1982-83 and who were expected to graduate in June, 1986. The second, *The Cohort Report: Four-year Results for the Class of 1987 and an Update on the Class of 1986*, was issued in 1988. That report focused on students who entered the ninth grade in 1983-84 and who were expected to graduate in June, 1987; it also contained information about the status of the Class of 1986 in June, 1987, one year after these students were expected to graduate.

AN OVERVIEW OF THIS REPORT

This report focuses primarily on the outcomes for the Class of 1988; that is, those students expected to graduate in June, 1988. Chapter II of this report defines the cohort and discusses the methods of analysis in greater detail. (Appendix A provides specific information about the methods used to construct the cohort.) Chapter III presents the findings for the Class of 1988. In addition to presenting detailed results on each of the outcomes for the Class of 1988, this chapter also presents information on the ethnicity of a portion of the students found as dropouts and results relating to student mobility.

Chapter IV presents the six-year follow-up results for the Class of 1986 and five-year follow-up results for the Class of 1987. Such a follow-up study is indicated since a major finding for both the Class of 1986 and the Class of 1987 was that approximately one-fourth of the students were still enrolled in school on the date of their expected graduation. Further, a five-year follow-up of the Class of 1986 indicated that approximately 15 percent of the Class of 1986 was still enrolled in school one year after their expected graduation date. The additional year of data in this report will provide more complete information on the final outcomes for each of these classes. Further, this information, coupled with data from the Classes of 1988, 1989, and 1990 provides the opportunity to examine dropout patterns based on six years of data. Chapter V presents preliminary findings for the Classes of 1989 and 1990, including comparisons of the dropout rate, by year, across all of the classes.

Chapter VI analyzes outcomes for students receiving Special Education services. It presents results for the Special Education Class of 1988 and preliminary results for the

Special Education Classes of 1989 and 1990. In addition, follow-up results for the Special Education Classes of 1986 and 1987 are presented for the first time.

Finally, Chapter VII presents conclusions, placing the results in context and providing observations about the characteristics of students in each of the identified conditions, particularly the dropouts and the graduates.

II. METHODOLOGY

DEFINING THE COHORTS

General education students were assigned to the cohort based on the year in which they entered grades 9 through 12. The large majority (almost 90 percent) of the students in the Class of 1988 entered the cohort as first-time ninth-graders during the 1984-85 school year. The remainder of the students transferred into the New York City public school system and joined the cohort as tenth graders in 1985-86, as eleventh graders in 1986-87, or as twelfth graders in 1987-88. Based on the traditional four-year high school sequence, all of these students were expected to graduate by June, 1988.

Parallel criteria were used to define the Classes of 1989 and 1990. The vast majority of these students entered their cohorts as ninth graders in 1985-86 and 1986-87, respectively. The remaining students transferred into the school system in subsequent years.

Since self-contained special education classes are ungraded, age, rather than grade placement, was used to define membership in the Special Education Class of 1988. Students in special schools or self-contained special education classes during the 1984-85 school year and who were born in 1970 comprised the Special Education Class of 1988. Students assigned to resource rooms were included in the general education cohorts. Similar procedures were used to define the Special Education Classes of 1989 and 1990. (See Appendix A for details.)

DEFINITION OF OUTCOMES

An important objective of this and previous cohort studies is to determine the number and percent of students dropping out of the New York City public schools. Even

more importantly, these studies have determined the status of the entire class at the time the students were expected to graduate. To this end, each student is assigned to one of five possible categories based on the student's individual status as of June 30, 1988:

- *Dropouts*: students who have been discharged from the school system and who left without enrolling in some other educational program that leads either to a high school diploma or prepares the student for the Test of General Educational Development leading to a general equivalency diploma (G.E.D.). This is the definition employed by the State Education Department in calculating the dropout rates and is also employed in *The Annual Dropout Report*.

- *Graduates and Other School Completers*: students who have received either a high school diploma, G.E.D., or special education certificate.

- *Transfers or Students Leaving the School System*: students who left the system to enroll in another educational program. This includes students who entered local private or parochial schools, left New York City altogether, or entered a non-Board of Education G.E.D. preparation program. Students who were discharged on attaining the age of 21 and students who died before completing high school are also counted in this category.

- *Students Still Enrolled in the School System*: students who were still on register as of June 30, 1988.

- *Unknown Status*: students whose admissions and/or discharges have not been recorded due to either data-entry errors or delays in data reporting or entry. The status of these students will be updated in future reports.

THE DATA BASE

The data regarding students' educational status that form the basis for this report are derived from the computerized records compiled and maintained by the Office of Educational Data Services (O.E.D.S.). O.E.D.S. maintains information on each student in the New York City school system in a database known as the Biofile. Since student records are never deleted, even when the students leave the school system, the Biofile contains a complete history of each student's participation in the school system.

Since the Biofile and its related subsystems (including attendance records) have only been in existence since the 1981-82 school year, there is no systematic information on students prior to that date. As noted in previous reports, this fact influenced the definitions used to construct the cohorts. If a longer historical record were available, for example, the Class of 1988 could have been defined as students entering first grade in 1976-77 or even kindergarten in 1975-76.

Gathering these data and maintaining such a complex record-keeping system for approximately one and a half million students is an enormous task. Data-entry errors are inevitable, as are lags between the arrival of the data at O.E.D.S. and their entry into the Biofile. Working within these constraints, the Office of Research, Evaluation, and Assessment (OREA) has used the Biofile and its related subsystems to provide as accurate and complete an analysis of the status of the Class of 1988 as possible.

III. THE CLASS OF 1988

OVERVIEW OF THE CLASS OF 1988

The Class of 1988 included 82,935 general education students, of whom 88.6 percent entered the cohort as ninth graders during the 1984-85 school year. (See Table 1.) As expected, the majority of the students (58.8 percent) were the expected age when they entered the Class of 1988; however, over 40 percent of the students were above their expected age at that time. (See Table 2.) Finally, the Class of 1988 was almost evenly divided between males (49.3 percent) and females (50.7 percent).

TABLE 1

Grade and Year of Entry into the Class of 1988

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1984-85	73,488	88.6
10th Grade, 1985-86	5,967	7.2
11th Grade, 1986-87	2,913	3.5
12th Grade, 1987-88	567	0.7
Total	82,935	100.0

MAJOR FINDINGS

Figure 1 depicts the overall findings for the Class of 1988 at the end of the 1987-88 school year. The major findings are:

- 20.8 percent of the Class of 1988 had dropped out of school.
- 40.1 percent of the students had graduated or received a G.E.D.

- 13.8 percent of the students had been discharged from the school system, either to local private or parochial schools or to schools outside of New York City. A very small proportion were deceased.
- 25.2 percent of the Class of 1988 was still enrolled in school as of June 30, 1988.
- 0.1 percent of the students were of unknown status, either because of data-entry errors or because no official admission/discharge transactions had been recorded for them.

These findings are a small improvement on the results reported for the Class of 1987 and the Class of 1986.

TABLE 2

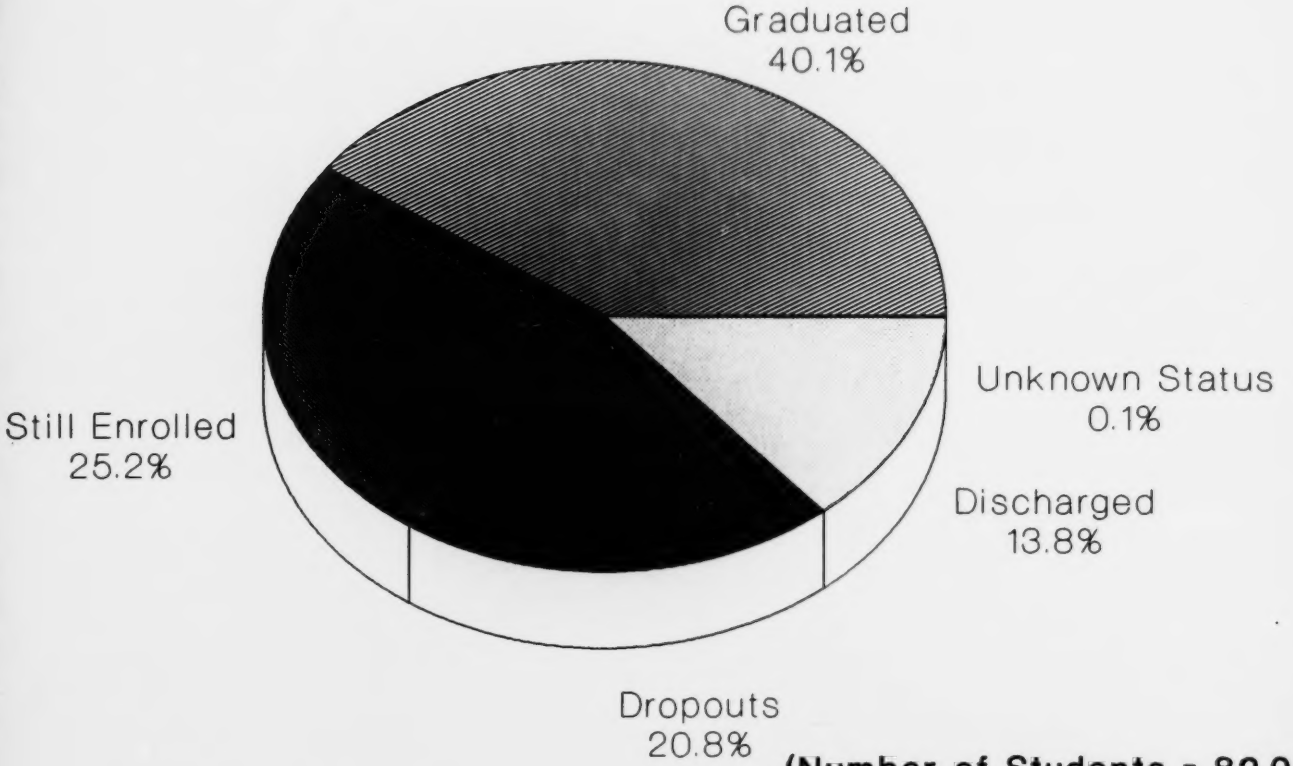
Age Distribution of the Class of 1988
(N = 82,935)

Age On Entry to Cohort	*Percent*
14 years or below	58.8
15 years	26.2
16 years	10.3
17 years or older	4.7
Total	100.0

Table 3 presents the status of the Class of 1988 by year of the study. While a small number of students graduated prior to June, 1988, the overwhelming majority of graduating students completed their high school education during the 1987-88 school year. The number of dropouts as well as the number of graduates increased during each year of the study. As observed in the previous studies, approximately one-fourth of the students in the Class of 1988 were still enrolled in school at the end of the 1987-88 school year.

Figure 1

Status of the Class of 1988 As of June 30, 1988



(Number of Students = 82,935)

TABLE 3

Class of 1988
Status by Year of Study

Status	Year of Study 1984-85	1985-86	1986-87	1987-88	Four-Year Total	
Dropouts	1,230	3,434	5,535	7,041	17,240	(20.8%)
Graduates and Other School Completers	88	427	1,776	30,923	33,214	(40.1%)
Transfers Out, Other Discharges	2,145	3,167	3,256	2,918	11,486	(13.8%)
Students Still Enrolled as of June 30, 1988	---	---	---	20,933	20,933	(25.2%)
Students With Unknown Status	---	---	---	---	62	(0.1%)
Total	3,463	7,028	10,567	61,815	82,935	

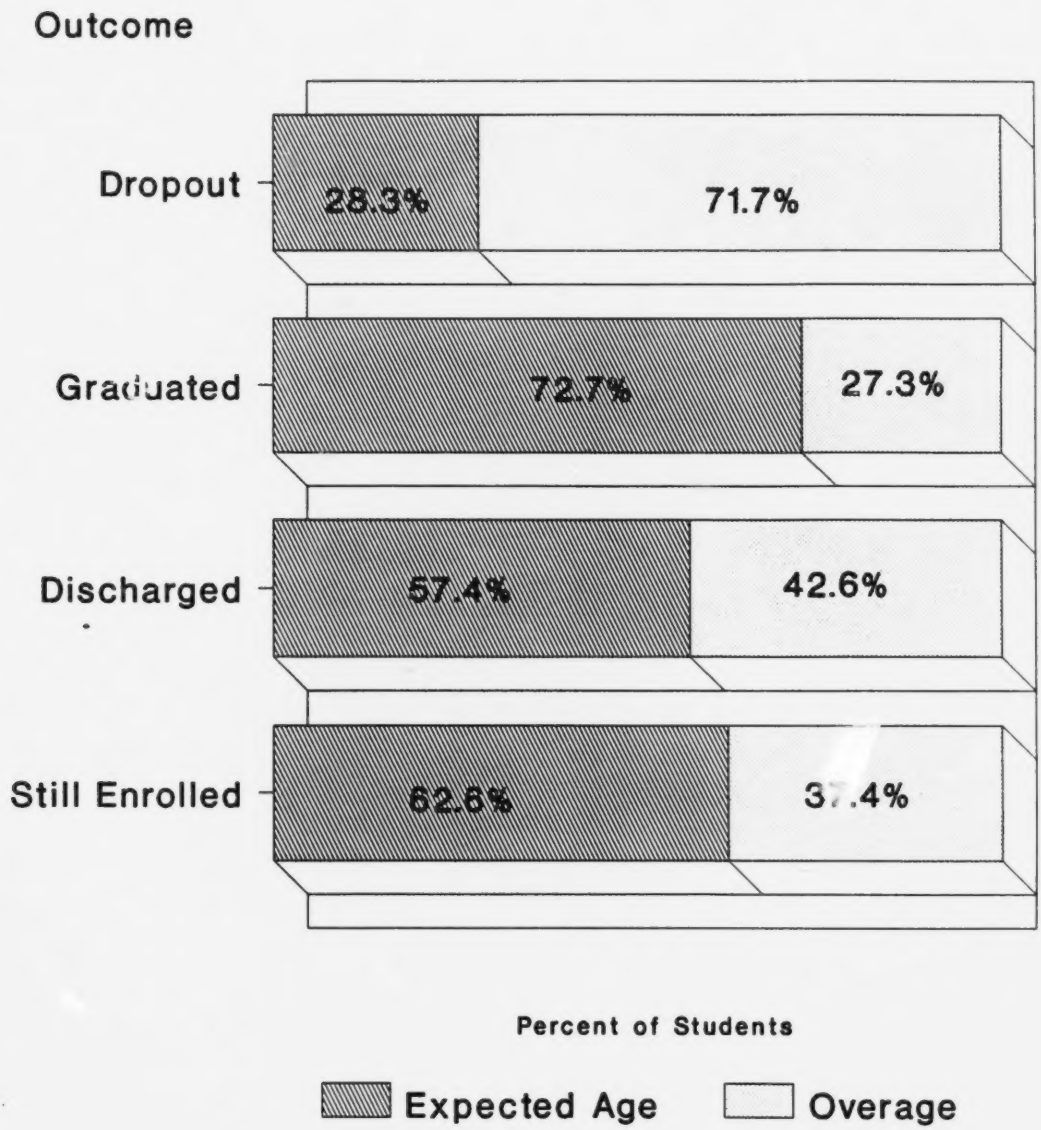
A CLOSER LOOK AT THE OUTCOMES

Dropouts

Dropouts were much more likely to be overage for grade than either graduates or students still enrolled. (See Figure 2.) Over 70 percent of dropouts in the Class of 1988 were overage for their grade. As observed in other studies (e.g., *The Cohort Report: Four-Year Results for the Class of 1987 and an Update on the Class of 1986* and *A Follow-Up Study of the 1982-83 Promotional Gates Students*), students who are overage are at greater risk for

Figure 2

Age Distribution of the Class of 1988 in 1988



dropping out of school. In addition to being overage, the results indicate that a slight majority of the dropouts (53.2 percent) were males.

Table 4 indicates the grade at which students dropped out of school. Almost two thirds of the students dropped out when they were in ninth or tenth grade. An additional 10 percent became dropouts after being placed in a special education program.

TABLE 4

Class of 1988
Grade of Students Dropping Out

(N = 17,240)

Grade at Dropout	*Percent*
Ninth Grade	30.3
Tenth Grade	34.2
Eleventh Grade	16.3
Twelfth Grade	2.2
Special Education	10.2
Missing Data	6.8
Total	100.0

OREA examined the reasons reported to O.E.D.S. for students dropping out of school. Explanations, found in Table 5, were available for less than a fifth of the dropouts. Over 80 percent of the students fell into the categories of "Not Found" or "Other--Over 17, Not Included in Any Other Category." As observed in previous reports, little information is reported to explain why students leave school.

School Completers

Slightly more than 40 percent of the students in the Class of 1988 completed their high school education by June 30, 1988. Females accounted for about 10 percent more of

TABLE 5

Class of 1988
Reasons for Students Dropping Out

(N = 17,240)

Reason for Dropping Out	*Percent*
Obtained Employment Certificate	3.5
Admitted to Business or Trade School	2.4
Not Found	5.6
Enrolled in Auxiliary Services for the High Schools*	5.3
Enrolled in an Outreach Center*	2.2
Enrolled in a New York City Public Evening High School to Continue Work toward a High School Diploma*	1.5
Enrolled in Job Corps or Other Similar Vocational Training Program	2.7
Entered Military Service	0.2
Other--Over 17, Not Included in Any Categories Above	76.6
Total	100.0

* Without confirmed admission to this program.

the graduates than did males (55.6 percent compared to 44.4 percent, respectively); this is a higher proportion of females than found in the overall cohort. Unlike the dropouts, only about 25 percent of the graduates were overage (i.e., over 18 years old) at the time they graduated.

While the overwhelming majority of graduates completed their high school education during the 1987-88 school year, not all graduates received a high school diploma. As Table

6 indicates, slightly more than 10 percent of the graduates received a G.E.D. Students receiving special education diplomas accounted for less than half a percent of the students. These results are similar to those for the Class of 1986 and the Class of 1987.

TABLE 6

Class of 1988
Diplomas Received by June 30, 1988

Diploma Granted	*Percent of:* Class of 1988 Graduates (N = 33,214)	Full Class of 1988 (N = 82,935)
High School Diploma	88.5	35.5
Special Education (including I.E.P.*)	0.5	0.2
G.E.D.	11.0	4.4
TOTAL	100.0	40.1

* I.E.P.--Individual Educational Plan

Transfers Out and Student Discharges

Students are discharged from the New York City Public School System for a variety of reasons. A total of 13.8 percent (slightly less than 12,000 students) of the Class of 1988 transferred out of the system or were discharged before their expected graduation date. As shown in Table 7, "Removal from New York City" is, by far, the largest category at 67.6 percent. This category is used when a school outside of New York City confirms a student's transfer. An additional 10 percent of the students transferred to parochial or private schools within New York City.

TABLE 7

Class of 1988
Reasons for Student Transfer
and Other Non-Dropout Discharges

(N = 11,486)

Reason for Discharge or Transfer	*Percent*
Admitted to Parochial School	6.7
Admitted to Private School	4.9
Private Instruction at Home (Non-Board of Education)	0.1
In Institution (Non-Board of Education)	1.4
Removal from New York City*	67.6
Deceased	0.9
Home Instruction (Board of Education)	0.2
Over 21 Years Old	0.9
Enrolled in a Full-Time High School Equivalency Program Other than in Auxiliary Services or Outreach Centers**	10.6
Administrative Discharge***	6.6
Total	100.0

* Confirmed admission to another school outside N. Y. C.
** Confirmed admission to program.
*** Discharges made by the Office of Educational Data Services.

For 1987-88, O.E.D.S. has added an additional discharge category, "Administrative Discharge." Students in this category were enrolled in the New York City public school system but their files had not been updated for more than a year. After review of individual files by O.E.D.S. staff, these students were officially discharged.

Students Who Remain Enrolled

Studies of the Class of 1986 and the Class of 1987 found that approximately one-fourth of the students were still enrolled in school after their expected graduation date, essentially for a fifth year of high school. Since traditionally the educational curricula, building utilization and capacity, staffing, and funding are based on the notion that high school is a four-year process, this finding has major implications for the administration of the New York City school system.

The findings for the Class of 1988 are similar to those reported previously: 25 percent of the students were still enrolled in school as of June 30, 1988. As in previous years, the large majority of these students (almost 75 percent) were on register either in eleventh or twelfth grade. (See Table 8.) These students are in a good position to complete their education in the next year; in fact, some small proportion will have graduated in August,

TABLE 8

Class of 1988
Grade Placement of Students Still Enrolled
in School as of June 30, 1988
(N = 20,933)

Grade	*Percent*
Ninth Grade	3.1
Tenth Grade	9.8
Eleventh Grade	35.0
Twelfth Grade	38.0
Special Education	9.2
Grade Unknown	4.9
Total	100.0

1988. The 12.8 percent of the students still in ninth or tenth grade, however, are at far greater risk for becoming dropouts.

To determine whether the students still enrolled were actually attending school, OREA examined attendance records for the spring, 1988 semester. The results, found in Table 9, indicate that students in the eleventh or twelfth grade who were absent less than 21 days accounted for 51.6 percent of the 20,933 students still enrolled. Still-enrolled

TABLE 9

Class of 1988
Spring 1988 Attendance of Students
Still Enrolled in the New York City School System
on June 30, 1988

(N = 20,933)

	Number of Days Absent					
Grade	*0 to 10 Days*	*11 to 20 Days*	*21 to 30 Days*	*over 30 Days*	*No Record*	*Total*
9	0.3%	0.2%	0.2%	0.6%	1.8%	3.1%
10	1.6	1.3	1.1	3.4	2.4	9.8
11	13.3	8.2	4.6	6.9	2.1	35.0
12	20.7	9.4	3.8	3.3	0.8	38.0
Special Education	2.3	1.5	1.4	2.4	1.7	9.2
Grade Unknown	0.1	0.1	0.1	0.1	4.5	4.9
Total	38.3%	20.6%	11.1%	16.7%	13.3%	100.0%

students in the ninth or tenth grade with a similar attendance record in the spring, 1988 semester accounted for only 3.4 percent of the still-enrolled students. These results indicate that students in the eleventh or twelfth grade are continuing to attend school on a regular

basis. OREA will follow-up on these students in future reports to determine their final status.

Students of Unknown Status

The status of only 62 students, less than one-tenth of a percent, was unknown and could not be determined by OREA. As schools and O.E.D.S. make corrections to the Biofile, OREA will be able to determine the status of these students.

Additional Findings for the Class of 1988

Student Ethnicity/Race. Beginning in 1986-87, O.E.D.S. requested high schools to indicate the ethnic/racial background of dropouts. Ethnic/racial background was provided for 82.7 percent of the Class of 1988 who dropped out during the 1986-87 school year and 85.9 percent of those who dropped out during the 1987-88 school year. In total, these data are reported for 84.5 percent of the 12,576 students who dropped out during those two school years. Since information on the ethnic/racial background of students who dropped out in either 1984-85 or 1985-86 is **not** available overall, OREA has these data for 61.6 percent of the 17,240 students who dropped out over the four years of the study. Data on the ethnic/racial background of dropouts for a full cohort will **not** be available until the four-year results for the Class of 1990 are available.

The results presented in Table 10 are **first-time estimates** of the ethnic/racial background of students in the Class of 1988 who dropped out of school in either 1986-87 or 1987-88. These results cannot be generalized to the 4,664 students who dropped out in 1984-85 or 1985-86. The ethnic/racial categories used are those used by the federal government: American Indian/Alaskan Native; Asian/Pacific Islander; Hispanic; Black (Non-Hispanic); and White (Non-Hispanic). As the results in Table 10 indicate, the percent of Black and Hispanic students dropping out of school in 1986-87 were approximately equal (34.8 percent and 36.4 percent, respectively). In 1987-88, however, the percent of Blacks for

TABLE 10

Ethnic/Racial Background of Dropouts from the Class of 1988 for 1986-87 and 1987-88

Ethnic/Racial Background	*1986-87*		*1987-88*		*Two-Year Total*	
	N	%	N	%	N	%
American Indian/ Alaskan Native	18	0.4%	2	0.0%	20	0.2%
Asian/Pacific Islander	158	3.5	237	3.9	395	3.7
Hispanic	1,666	36.4	2,096	34.7	3,762	35.4
Black (Non-Hispanic)	1,592	34.8	2,463	40.7	4,055	38.2
White (Non-Hispanic)	710	15.5	1,066	17.6	1,776	16.7
Unknown	432	9.4	181	2.9	613	5.8
Total	4,576	100.0	6,045	100.0	10,621	100.0

whom data were available rose to 40.7 percent while the percent of Hispanics for whom data were available dropped slightly to 34.7 percent.

OREA compared these results with the ethnic/racial distribution of the ninth-grade population in 1984-85, the year when almost 90 percent of the Class of 1988 entered the cohort. (See Table 1.) It **must** be noted that the ninth-grade ethnic/racial distribution contains students held over from previous years and, therefore, is an **estimate** of the ethnic/racial distribution of the 1984-85 ninth-graders in the Class of 1988. Based on this **estimate** of the ethnic/racial distribution, the percent of dropouts who were Hispanic (35.4 percent) was slightly higher than their representation in the population (32.0 percent). Black students accounted for a slightly lower percent of dropouts (38.2 percent) than their representation in the ninth-grade population (40.9 percent) Both White and Asian/Pacific

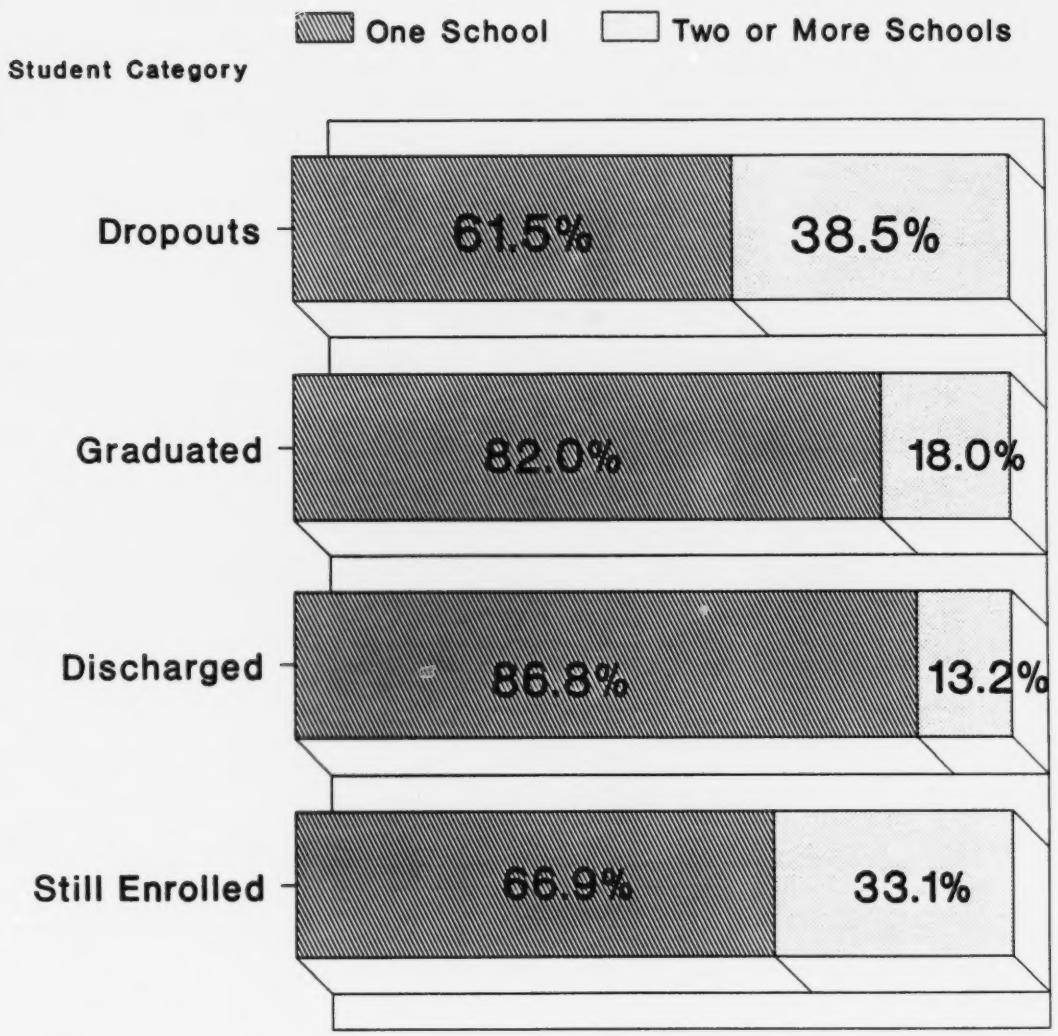
Islander students accounted for lower percentages of dropouts (16.7 percent and 3.7 percent, respectively) than their representation in the population (21.4 percent and 5.6 percent, respectively). American Indian/Alaskan Natives accounted for 0.1 percent of the dropouts and 0.2 percent of the ninth-grade population. It must be remembered that the dropout rates for each ethnic/racial group represent only two years of data. Further, the comparisons to the ninth-grade population are **estimates** that do not precisely reflect the actual ethnic/racial distribution of the Class of 1988. The absence of ethnic/racial information for a full four years precludes calculation of a total dropout rate by ethnicity and comparisons between groups.

Student Mobility. OREA examined the number of schools attended by students in each of the possible outcome categories. The results displayed in Figure 3 indicate that over 80 percent of those who graduated had attended only one high school. Similarly, over 85 percent of the discharged students attended only one high school prior to leaving the school system. Almost 40 percent of the dropouts, however, attended two or more high schools before dropping out. Similarly, slightly more than 30 percent of the students still enrolled had already attended two or more schools by June 30, 1988.

School-Level Analyses for the Class of 1988. In addition to the citywide outcomes for the Class of 1988, this report presents outcomes for each high school, individually. These results are found in Appendix B along with a discussion of related methodological issues.

Figure 3

Number of Schools Attended by Members of the Class of 1988



IV. FOLLOW-UP OF THE CLASSES OF 1986 AND 1987

THE CLASS OF 1986--TWO YEARS LATER

At the end of the 1985-86 school year, approximately one-fourth of the Class of 1986 was still enrolled for a fifth year of high school. A one-year follow-up of the Class of 1986 found that 15.3 percent of the students were still enrolled in school, essentially for a sixth year; consequently, the final accounting of the Class of 1986 could not be completed. For this reason, OREA has conducted a second follow-up of the Class of 1986. This follow-up examines the status of the students in the Class of 1986 a full two years after their expected graduation date.

Table 11 depicts the status of the Class of 1986 after four, five, and six years: the percent of students graduating by June, 1988 increased by approximately 13.1 percentage points from June, 1986; the dropout rate increased from 21.8 percent in June, 1986 (Year 4) to 27.3 percent in June, 1988 (Year 6). These continued increases in the dropout and graduation rates were expected.

OREA examined the status of the 10,931 students who were still enrolled at the end of the 1986-87 school year to determine their outcomes in 1987-88. Of these still-enrolled students, 37.8 percent had graduated, 24.7 percent had dropped out, 4.2 percent had transferred, and 33.8 percent were still enrolled in high school or were of unknown status.* An examination of the records of the 4,130 students graduating during the 1987-88 school year indicated that:

- over 23 percent of these students were 19 years old in June, 1986; another 6.7 percent were 20 years or older at that time.

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*Outcomes after the six years reflect outcomes through June, 1987 plus outcomes for the students still enrolled for a sixth year in 1987-88 and changes in student status due to dropouts returning to school and file reconciliation.

TABLE 11

Class of 1986
Four-Year, Five-Year, and Six-Year Status

	Year of Study					
	Year 4		Year 5		Year 6	
Status	N	%	N	%	N	%
Dropouts	15,602	21.8%	18,888	26.4%	19,515	27.3%
Graduates and Other School Completers	29,310	41.0	32,582	45.6	38,674	54.1
Transfers Out and Other Discharges	8,754	12.3	9,083	12.7	9,364	13.1
Students Still Enrolled*	17,818	24.9	10,931	15.3	3,931	5.5
Total	71,484	100.0%	71,484	100.0%	71,484	100.0%

* Includes students of Unknown Status

- 14.5 percent of the graduates received a G.E.D., compared to 16.5 percent in 1987 and 11.9 percent in 1986.

The most significant finding, however, was that 5.5 percent of the students in the Class of 1986 were still enrolled in school, now for a **seventh** year of high school. In order to determine whether these students were, in fact, attending classes, OREA examined their attendance for the fall, 1987 and spring, 1988 semesters. The analyses indicate that only 25.4 percent of these still-enrolled students had any recorded attendance in either the fall, 1987 semester or the spring, 1988 semester. While approximately 55 percent of the still-

enrolled students were found on register in either eleventh or twelfth grade, the lack of attendance data suggest that these students, while still on register, are not in school. Specifically, only 10.9 precent of the still-enrolled students were in either eleventh or twelfth grade **and** were absent fewer than 21 days during the spring, 1988 semester. Only 1.1 percent of the still-enrolled students were on register in ninth or tenth grade **and** were absent for fewer than 21 days during the spring, 1988 semester. These students are almost all three or more years overage for grade and are at serious risk for dropping out, if they have not already done so. That these students are still listed as being active may be due, in large part, to delays in data entry. The final dropout rate could, therefore, go as high as 33 percent.

In addition, OREA calculated the graduation and dropout rates for the Class of 1986 by school for 1986, 1987, and 1988. The results of these analyses are found in Appendix C. As expected, the graduation rate for each school increased each year. Surprisingly, the dropout rates for a number of schools **decreased** between 1987 and 1988, even though, overall, the percent of students dropping out increased from 1987 to 1988.

This decrease is due to students first dropping out and, then, either returning to school and graduating or earning a G.E.D. While the student may not have returned to the school in which he or she was registered in June, 1986, for analytic purposes, OREA has continued to attribute the student to the school in which he or she was registered in June, 1986.

THE CLASS OF 1987--ONE YEAR LATER

When the four-year status of the Class of 1987 was calculated, it was found that a substantial proportion (26.8 percent) was still enrolled in high school. OREA, therefore

examined the status of the 21,920 still-enrolled students in June, 1988, a full year after their expected graduation date and found that 27.4 percent graduated, 24.5 dropped out, 3.8 percent transferred, and 44.3 percent still enrolled for a sixth year of high school.* As a result, the percent of students graduating and dropping out increased by 7.4 percentage points and 4.0 percentage points, respectively. (See Table 12.) These results are similar to those reported for the Class of 1986 after five years. (See above.)

TABLE 12

Class of 1987
Four-Year and Five-Year Status

	Year of Study			
	Year 4		Year 5	
Status	N	%	N	%
Dropouts	18,354	22.4%	23,246	28.4%
Graduates and Other School Completers	32,096	39.2	38,181	46.6
Transfers Out and Other Discharges	9,477	11.6	10,169	12.4
Students Still Enrolled*	21,920	26.8	10,251	12.5
Total	81,847	100.0	81,847	100.0

* Includes students of Unknown Status

*Outcomes after five years reflect outcomes through June, 1987 plus outcomes for the students still enrolled for a fifth year in 1987-88 and changes in student status due to dropouts returning to school and file reconciliation.

Examination of the graduation records of the Class of 1987 indicated that the students graduating during the 1987-88 school year were likely to be overage (23.7 percent were one year overage and 8.0 percent were two or more years overage) and more likely than 1986-87 graduates to receive a G.E.D.: 18.4 percent of the graduates received a G.E.D. during 1987-88 compared to 11.4 percent of the graduates who received a G.E.D. by June, 1987.

The Class of 1987 also is comparable to the Class of 1986, in that 12.5 percent (10,071 students) was still enrolled in school for a sixth year of high school. Examination of the attendance records for these still-enrolled students indicates that 69.0 percent were absent 21 days or less during the fall, 1987 semester and 61.0 percent were absent from school 21 days or less during the spring, 1988 semester. Further, 66.0 percent of the still enrolled students were on register in either grade 11 or 12, suggesting that these students are making progress towards graduation. Of the remaining students still enrolled, 20.0 percent were on register in either ninth or tenth grade, making them at least two years overage for grade and at great risk for dropping out.

V. PRELIMINARY OUTCOMES FOR THE CLASSES OF 1989 AND 1990

Previous cohort reports have shown that, the outcomes of a large portion of students can be determined well before students' expected graduation date. For this reason, OREA examined the outcomes for the Classes of 1989 and 1990 **as of June 30, 1988**, one and two years, respectively, prior to expected graduation.

The Class of 1989--Preliminary Findings

By June, 1988, members of the Class of 1989 were expected to complete the eleventh grade. As of that date, there were 78,317 students in the Class of 1989; of these, 50.2 percent were females and 49.8 percent were male. As shown in Table 13, over 85 percent of the students in the Class of 1989 entered the cohort as ninth-graders in 1985-

TABLE 13

Grade and Year of Entry into the Class of 1989

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1985-86	68,805	87.9
10th Grade, 1986-87	6,635	8.5
11th Grade, 1987-88	2,877	3.7
Total	78,317	100.0

86; other students entered as either tenth or eleventh graders over the next two years. By the end of the 1987-88 school year, students in the Class of 1989 were expected to be no more than 17 years old. Table 14 indicates that more than 55 percent of the students were

17 years old or younger; however, 45 percent of the students were overage, with 15 percent of the students two or more years overage for grade. These findings are similar to those observed for the Class of 1986, the Class of 1987, and the Class of 1988.

TABLE 14

Age Distribution of the Class of 1989
(N = 78,317)

Age, as of June 30, 1988	*Percent*
15 years or below	0.4
16 years	4.0
17 years	52.1
18 years	28.2
19 years	10.3
20 years	2.8
21 years or older	2.2
Total	100.0

Table 15 shows the status of the members of the Class of 1989 as of June, 1988. Almost 70 percent of the students were still enrolled in school, a reasonable finding since these students are not expected to graduate until June, 1989. A very small proportion (3.2 percent) of the Class of 1989 had already completed their high school education. However, 13.1 percent of the students had already transferred out of the school system, and 14.0 percent of the Class of 1989 had already dropped out of school.

TABLE 15

Class of 1989 Status as of June, 1988

(N = 78,317)

Status	*Percent*
Dropouts	14.0
Graduates and Other School Completers	3.2
Transfers and Other School Discharges	13.1
Active Students, Still Enrolled	69.6
Students with Unknown Status	0.1
Total	100.0

The Class of 1990--Preliminary Findings

Students in the Class of 1990 are not expected to graduate until June, 1990. As of June, 1988, this class contained 72,895 students, 93.2 percent of whom had entered the cohort as ninth graders in 1986-87. (See Table 16.) The class was almost equally divided between males (49.6 percent) and females (50.4 percent). Students in the Class of 1990 were expected to be 16 years old in 1988; Table 17 indicates that approximately 55 percent of the students were 16 and under. As with the class of 1989, however, over 40 percent of the students were already overage for grade, with approximately 15 percent of the students two or more years overage for grade.

TABLE 16

Grade and Year of Entry into the Class of 1990

Grade and Year of Entry	*N*	*Percent*
9th Grade, 1986-87	67,947	93.2
10th Grade, 1987-88	4948	6.8
Total	72,895	100.0

TABLE 17

Age Distribution of the Class of 1990
(*N* = 72,895)

Age, as of June 30, 1988	*Percent*
15 years or below	4.7
16 years	51.9
17 years	28.2
18 years	11.3
19 years	2.6
20 years	0.8
21 years or older	0.5
Total	100.0

OREA calculated preliminary outcomes for the Class of 1990, a full two years prior to these students' expected graduation date. As of spring 1988, almost 85 percent of the Class of 1990 was still enrolled in school; a few students in the Class of 1990 had already graduated. Further, almost 10 percent of the students had transferred out or been discharged from the school system. Over six percent had already dropped out of school. (See Table 18.)

TABLE 18

Class of 1990 Status as of June, 1988

(N = 72,895)

Status	*Percent*
Dropouts	6.2
Graduates and Other School Completers	0.5
Transfers and Other School Discharges	9.3
Active Students, Still Enrolled	83.8
Students with Unknown Status	0.2
Total	100.0

COMPARISON OF DROPOUT RATES ACROSS CLASSES

OREA examined the dropout rates for each class on a year-by-year basis in order to compare the percent of students that dropped out of school in their first, second, third, and fourth years of high school. (See Table 19.) In addition, using the follow-up data for

TABLE 19

Comparison of Dropouts Rates for the
Classes of 1986, 1987, 1988, 1989, and 1990,
by Year of Study

	Percent of Dropouts for:				
Year of Study	Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,935)	Class of 1989 (N=78,317)	Class of 1990 (N=72,895)
One	1.3	1.7	1.5	1.1	1.2
Two	4.7	5.3	4.1	4.3	5.0
Three	7.2	7.2	6.7	8.6	N/A
Four	8.8	8.2	8.5	N/A	N/A
Five	4.4	6.0	N/A	N/A	N/A
Six	0.9	N/A	N/A	N/A	N/A
TOTAL	27.3	28.4	20.8	14.0	6.2

the Classes of 1986 and 1987, the dropout rate can be ascertained for the "fifth" and "sixth" years of high school. Table 20 displays the cumulative dropout rates for the five cohorts.

The data in Tables 19 and 20 indicate that the dropout rates are approximately the same for each class during each year of the study. Further, all of the classes continue to show a steady increase in their dropout rate through the fourth year. After that, the dropout rate decreases, in part due to the decreased numbers of students in the cohort who remain in school.

TABLE 20

Cumulative Dropouts Rates for the
Classes of 1986, 1987, 1988, 1989, and 1990,
by Year of Study

Year of Study	*Cumulative Percent of Dropouts for:* Class of 1986 (N=71,484)	Class of 1987 (N=81,847)	Class of 1988 (N=82,935)	Class of 1989 (N=78,317)	Class of 1990 (N=72,895)
One	1.3	1.7	1.5	1.1	1.2
Two	6.0	7.0	5.6	5.4	6.2
Three	13.2	14.2	12.3	14.0	N/A
Four	22.0	22.4	20.8	N/A	N/A
Five	26.4	28.4	N/A	N/A	N/A
Six	27.3	N/A	N/A	N/A	N/A

VI. THE SPECIAL EDUCATION CLASSES

THE SPECIAL EDUCATION CLASS OF 1988

Since special education classes are ungraded, OREA defined the Special Education Class of 1988 as those students who were born in 1970 and were in a special school (District 75) or in a self-contained special education class during 1984-85. Based on an expected four-year high school career, these students were expected to graduate by June, 1988.

A total of 7,957 students were identified as being in the Special Education Class of 1988. Almost 70 percent of the students in the Class were males. By 1988, over 98 percent of the students were 18 years old. Table 21 displays the status of the students in the class as of June, 1988.

The percent of students graduating or completing school by June, 1988 is approximately one-tenth that of the general education Class of 1988. While the dropout rate is approximately the same for special education students as for general education students and discharges are comparable, the percent of special education students remaining in school is more than twice that of general education students.

TABLE 21

Special Education Class of 1988
Status by Year of Study

Status	*Year of Study* 1984-85	1985-86	1986-87	1987-88	*Four-Year Total*	
Dropouts	27	78	400	1,238	1,743	(21.9%)
Graduates and Other School Completers	0	4	24	254	282	(3.5%)
Transfers Out, Other Discharges	400	270	302	290	1,262	(15.9%)
Students Still Enrolled As of June 30, 1988	---	---	---	4,586	4,586	(57.6%)
Students With Unknown Status	---	---	---	---	84	(1.1%)
TOTAL	427	352	726	6,452	7,957	

FOLLOW-UP OF THE SPECIAL EDUCATION CLASS OF 1987

The Special Education Class of 1987 contained 7,831 students. Students in this special education class were selected in a manner parallel to that used to select students in the other special education classes. In the initial report on the Special Education Class of 1987, it was found that only 3.3 percent of the Class had graduated by June 30, 1987, their expected graduation date. However, 57.1 percent of the students were still enrolled in school or were of unknown status. Therefore, OREA conducted a follow-up of the Special Education Class of 1987.

The results of the follow-up, found in Table 22, indicate that one year after their expected graduation date, the percent of graduates had increased by 1.5 percentage points and the percent of dropouts had increased by 8.2 percentage points. However, 47.9

TABLE 22

Special Education Class of 1987
Four-Year and Five-Year Status

	Year of Study			
	Year 4		Year 5	
Status	N	%	N	%
Dropouts	1,888	24.1	2,454	31.3
Graduates and Other School Completers	260	3.3	382	4.9
Transfers Out and Other Discharges	1,210	15.5	1,246	15.9
Students Still Enrolled*	4,473	57.1	3,749	47.9
Total	7,831	100.0	7,831	100.0

* Includes students of Unknown Status

percent of the Class was still enrolled in school. Since virtually all students in the Special Education Class of 1987 were 18 years old by June, 1987, the students still enrolled will be 20 years old at the conclusion of the 1988-89 school year. As the graduation rate for the Special Education Class of 1987 increased by a small percent, the possibility arises that a substantial portion of the Class will still be enrolled for the 1989-90 school year, when

they will reach the age of 21. Therefore, a large portion of the Special Education Class of 1987 could potentially age out of the school system.

FOLLOW-UP OF THE SPECIAL EDUCATION CLASS OF 1986

The Special Education Class of 1986 contained 6,118 students. The students were selected in a manner parallel to that used to select the other special education classes. Originally, almost 70 percent of the students in this class were males and the large majority were 18 years old by June, 1986. OREA followed-up the Special Education Class of 1986 to determine the status of students in June, 1987 and June, 1988. The data found in Table

TABLE 23

Special Education Class of 1986
Four-Year, Five-Year, and Six-Year Status

(N = 6,118)

	Percent of Students in:		
Status	Year 4	Year 5	Year 6
Dropouts	24.5%	29.8%	37.5%
Graduates and Other School Completers	1.4	4.9	13.8
Transfers Out and Other Discharges	15.4	15.8	16.9
Students Still Enrolled*	58.8	49.5	31.8
Total	100.0%	100.0%	100.0%

* Includes students with unknown status

23 indicate that the dropout rate increased dramatically between June, 1987 and June, 1988. The data found in Table 23 indicate that the dropout rate increased between June, 1987 and June 1988. The percent of students completing their education also showed a very large increase during the same period. Of further interest is the fact that 31.8 percent of the special education students were still enrolled in school two years after their expected graduation date. It should be noted that in 1989 (three years after their expected graduation), the remaining students will be 21 years old and will "age out" of the New York City public school system. This will result in a substantial proportion of the Special Education Class of 1986 finishing their education without having graduated, dropped out, or transferred.

THE SPECIAL EDUCATION CLASSES OF 1989 AND 1990: PRELIMINARY FINDINGS

OREA also examined the status of the Special Education Classes of 1989 and 1990 using definitions that are parallel to those used to define the Special Education Class of 1988. (See Appendix A for definitions.)

The Special Education Class of 1989 contained 7,603 students, 68.4 percent of whom were male. Similarly, the Special Education Class of 1990 contained 7,241 students, 68.8 percent of whom were male. In both classes, over 98 percent of the students were the expected age by June, 1988: 17 years old for students in the Special Education Class of 1989; 16 years old for students in the Special Education Class of 1990. The status of the students in these two classes is presented in Table 24.

The results shown in Table 24 reflect the same pattern observed for the general education classes of 1989 and 1990. As students get older, they tend to dropout in greater numbers; and yet, a large proportion of the students are still enrolled in school. Almost

TABLE 24

Status of the Special Education Classes of 1989 and 1990
by June 30, 1988

	Class of 1989		*Class of 1990*	
Status	N	%	N	%
Dropouts	668	8.8%	158	2.2%
Graduates and Other School Completers	31	0.4	3	0.0
Transfers Out, Other Discharges	1,135	14.9	882	12.2
Students Still Enrolled As of June 30, 1988	5,666	74.5	6,087	84.1
Students With Unknown Status	103	1.4	111	1.5
TOTAL	7,603	100.0%	7,241	100.0%

no students in these special education classes have graduated or completed school by June 30, 1988.

VII. SUMMARY AND CONCLUSIONS

The cohort method of computing outcomes for students involves the study of those students' records over the four (or more) years of their high school careers. Students were determined to be in the Class of 1988 if they were in the ninth grade for the first time during the 1984-85 school year. The resulting cohort contained 82,935 students. OREA examined the status of these students as of June, 30, 1988, the expected graduation date of the Class of 1988.

In addition, OREA examined the status of the members of the Class of 1986, two years after their expected graduation date, and the Class of 1987, one year after their expected graduation. Further, OREA presented preliminary findings for students in the Class of 1989 and the Class of 1990. Based on these analyses, the major findings were:

Dropouts:

- The four-year dropout rate for the Class of 1988 was 20.8 percent. However, since over 25 percent of the Class of 1988 is still enrolled in school, the dropout rate is expected to rise over the next two years. In fact, the follow-up studies of the Class of 1986 and Class of 1987 indicate that, during the "fifth" and the "sixth" year, the dropout rates increased, although at a less rapid pace than in prior years.

- The four-year dropout rate for the Class of 1988 was slightly lower than the four-year dropout rates for the Class of 1986 and the Class of 1987.

- Almost 75 percent of the dropouts were in either ninth or tenth grade when they dropped out of school. Further, many of these students had been in school two or three years prior to their dropping out and more than 70 percent were overage for grade when they entered the cohort in ninth grade. Further, the majority of dropouts (over 60 percent) left from the first high school they attended.

- Less than eight percent of the students dropping out did so for employment reasons, including military service or business or trade school. No information is available on the motivations for leaving school of three-fourths of the dropouts.

- Preliminary studies of the Classes of 1989 and 1990 indicate similar dropout patterns emerging for both cohorts of students.

Graduates:

- 40.1 percent of the Class of 1988 had graduated by June 30, 1988. This is slightly higher than the four-year graduation rate of the Class of 1987 and slightly lower than the four-year graduation rate of the Class of 1986. While most of these students earned a high school diploma, approximately 10 percent the graduates received a G.E.D. These findings are similar to the four-year graduation results for both the Class of 1986 and the Class of 1987.

- Approximately one-fourth of the graduates were over the expected age of 18. Over 80 percent of the graduates graduated from the first high school they attended.

- After five years, the graduation rate for the Class of 1987 had risen to 46.6 percent. After six years, the graduation rate for the Class of 1986 had risen to 54.1 percent.

Students Still Enrolled:

- At the end of the fourth year of high school, 25.2 percent of students in the Class of 1988 were still enrolled. A similar percentage of students were still enrolled for a fifth year of high school in both the Class of 1986 and the Class of 1987.

- Almost three-fourths of the still-enrolled students in the Class of 1988 were either in the eleventh or twelfth grade. Further, over 60 percent of the still-enrolled students were found to be regularly attending classes. These results suggest that a large portion of the still-enrolled students will eventually graduate.

- After five years of high school, over 10 percent of the class of 1987 was still enrolled in high school. After six years, 5.5 percent of the students in the Class of 1986 were still enrolled. Although the majority of the students in the Class of 1986 were on register in the eleventh or twelfth grades, only 25 percent of the still-enrolled students had attendance records for the 1987-88 school year. These findings suggest that these students, while still on register, are no longer attending school. Their continued presence on the registers probably reflects lags and errors in data entry. If all these students become dropouts, the final dropout rate for the Class of 1986 could go as high as 33 percent.

- The findings of this and previous reports clearly suggest that high school can no longer be considered a four-year process for a substantial proportion of New York City public-school students. Since the four-year high school process underlies many of the assumptions used to arrive at administrative decisions as well as to calculate dropout and graduation rates, a new set of assumptions may be warranted.

The Special Education Cohorts:

- The majority of students in the Special Education Class of 1988 were still enrolled in school as of June, 1988. Similar findings were reported for the Special Education Classes of 1986 and 1987.

- 21.9 percent of the Special Education Class of 1988 had dropped out of school by June, 1988. This rate is lower than that of the Special Education Classes of 1986 and 1987.

- Only 3.5 percent of the Special Education Class of 1988 completed school by June, 1988. Approximately the same percent of the Special Education Class of 1987 completed school by June, 1987. The graduation rate for both classes was higher than that of the Special Education Class of 1986.

- A one-year follow-up of the Special Education Class of 1987 found that the percentage of graduates for the cohort increased by only 1.6 percentage points, one year after their expected graduation date. However, almost 48 percent of the Class was still enrolled for the 1988-89 school year (when the students will be 20 years old), raising the possibility that a substantial portion of this Class will age out of the school system.

- A two-year follow-up of the Special Education Class of 1986 found that 13.8 percent of the students graduated by June, 1988, 31.8 percent were still enrolled, and 37.5 percent had dropped out of school. By June, 1989, virtually all of the still-enrolled students will be 21 years old and will age out of the school system.

- These findings confirm that the school careers of special education students do not end at the age of 18. While a substantial portion of the students do complete their education, they do so at least two years after the "expected" graduation date. Since the students continuing in school will age out of school in 1989, it is probable that a large percentage of special education students will leave school without completing diploma or certificate requirements.

APPENDIX A

DEFINITION OF THE COHORTS

General Education:

Students in the Class of 1988 were in one of the following categories:

- First-time entrants into the ninth-grade during the 1984-85 school year. Students retained in the ninth grade from the previous school year (i.e., 1983-84) are *not* included in the Class of 1988.
- Students who transferred into the New York City school system in the tenth grade during the 1985-86 school year.
- Students who transferred into the New York City school system in the eleventh grade during the 1986-87 school year.
- Students who transferred into the New York City school system in the twelfth grade during the 1987-88 school year.

Based on the usual four-year high school sequence, all of these students were expected to graduate by June, 1988. Similarly, membership in the Class of 1989 was based on a student being on one of the following categories:

- First-time entrants into the ninth-grade during the 1985-86 school year. Students retained in the ninth grade from the previous school year (i.e., 1984-85) are *not* included in the Class of 1989.
- Students who transferred into the New York City school system in the tenth grade during the 1986-87 school year.
- Students who transferred into the New York City school system in the eleventh grade during the 1987-88 school year.

Students who enter the school system as twelfth graders during the 1988-89 school year will be included in as part of the Class of 1989 cohort in the next report. Finally, the Class of 1990 consisted of students in the following categories:

- First-time entrants into the ninth-grade during the 1986-87 school year. Students retained in the ninth grade from the previous school year (i.e., 1985-86) are *not* included in the Class of 1990.

- Students who transferred into the New York City school system in the tenth grade during the 1987-88 school year.

The Class of 1990 will eventually include students who transferred into the school system in eleventh grade in 1988-89 or twelfth grade in 1989-90.

Special Education:

Since special education classes are often ungraded, age, rather than grade, was used to determine class membership. The following criteria were used to determine membership is a particular special education class:

- Special Education Class of 1988: students in a special school (District 75) or in a self-contained special education class during the 1984-85 school year and who were born in 1970.

- Special Education Class of 1989: students in a special school (District 75) or in a self-contained special education class during the 1985-86 school year and who were born in 1971.

- Special Education Class of 1990: students in a special school (District 75) or in a self-contained special education class during the 1986-87 school year and who were born in 1972.

Students were *not* added to the cohorts after the initial year. Further, students in resource room classes were included in the general education cohorts.

APPENDIX B

SCHOOL-LEVEL ANALYSES FOR THE CLASS OF 1988

TABLE B-1

Outcomes for the Class of 1988 by School and Superintendency
(Numbers of Students)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
A. Philip Randolph	249	18	36	7	374
Chelsea	98	52	19	46	215
Fashion Industries	193	73	57	109	432
F. H. LaGuardia	451	28	79	179	737
George Washington	135	261	110	269	775
Graphic Communication Arts	127	100	34	113	374
Humanities	280	55	124	94	553
H. S. of Art & Design	331	28	37	89	485
Julia Richman	273	274	112	206	865
Louis D. Brandeis	219	173	108	242	742
Mabel D. Bacon	160	41	23	74	298
Martin Luther King, Jr.	240	239	87	143	709
Math and Science	204	9	49	91	353
Murry Bergtraum	478	38	71	114	701
Norman Thomas	405	79	45	233	762
Park West	225	148	102	165	640
Seward Park	325	230	153	355	1,063
Stuyvesant	574	2	37	80	693
Washington Irving	250	196	81	175	702
Manhattan	5,217	2,044	1,364	2,848	11,473

* Includes students with unknown status.

TABLE B-1
(continued)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
Adlai E. Stevenson	400	345	133	239	1,117
Alfred E. Smith	98	54	32	90	274
Bronx H. S. of Science	517	4	72	172	765
Christopher Columbus	357	197	129	181	864
DeWitt Clinton	306	318	136	522	1,282
Evander Childs	267	238	164	244	913
Grace H. Dodge	187	68	83	71	409
Harry S. Truman	255	64	85	133	537
Herbert H. Lehman	361	128	75	156	720
James Monroe	127	159	68	123	477
Jane Addams	135	70	24	54	283
John F. Kennedy	477	293	241	587	1,598
Morris	112	147	136	111	506
Samuel Gompers	179	93	64	95	431
South Bronx	72	78	43	52	245
Theodore Roosevelt	195	322	225	260	1,002
Walton	251	191	120	270	832
William H. Taft	154	234	145	165	698
Bronx	4,450	3,003	1,975	3,525	12,953

* Includes students with unknown status.

TABLE B-1
(continued)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
Bushwick	130	140	165	219	654
Canarsie	288	60	95	157	600
Clara Barton	368	41	47	178	634
East New York	102	46	46	52	246
Edward R. Murrow	504	19	52	89	664
Erasmus Hall	317	168	129	276	890
Franklin D. Roosevelt	475	137	219	207	1,038
George W. Wingate	260	153	101	195	709
James Madison	437	69	74	167	747
John Dewey	551	47	82	144	824
Midwood	567	56	71	93	787
New Utrecht	395	188	112	222	917
Paul Robeson H. S.	0	0	0	2	2
Prospect Heights	176	193	72	229	670
Samuel J. Tilden	329	90	105	256	780
Sheepshead Bay	375	111	77	167	730
South Shore	575	80	133	174	962
Thomas Jefferson	115	196	85	121	517
William H. Maxwell	119	58	22	39	238
Brooklyn	6,083	1,852	1,687	2,987	12,609

* Includes students with unknown status.

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TABLE B-1
(continued)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
Abraham Lincoln	242	62	80	158	542
Automotive	80	87	36	77	280
Boys and Girls	281	350	103	261	995
Brooklyn Technical	665	18	109	196	988
Curtis	219	50	67	120	456
Eastern District	241	313	197	281	1,032
Eli Whitney	56	33	16	18	123
Fort Hamilton	365	206	119	182	872
George Westinghouse	196	28	35	179	438
H. S. of Telecom. Arts	0	1	0	4	5
John Jay	199	157	86	332	774
Lafayette	290	158	69	202	719
New Dorp	467	127	85	153	832
Port Richmond	415	69	80	119	683
Ralph McKee	92	16	23	55	186
Sarah J. Hale	221	178	65	201	665
Staten Island Technical	56	0	1	16	73
Susan E. Wagner	427	103	70	123	723
Tottenville	652	59	73	96	880
William E. Grady	163	29	65	147	404
BASIS	5,327	2,044	1,379	2,920	11,670

* Includes students with unknown status.

TABLE B-1
(continued)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
Andrew Jackson	283	158	165	213	819
August Martin	285	34	44	161	524
Aviation	285	56	57	197	595
Bayside	400	44	88	122	654
Beach Channel	214	100	70	166	550
Benjamin Cardozo	549	53	87	137	826
Far Rockaway	291	127	91	118	627
Flushing	306	62	164	165	697
Forest Hills	592	94	114	108	908
Francis Lewis	339	88	72	142	641
Franklin K. Lane	421	298	123	321	1,163
Grover Cleveland	509	127	95	206	937
Hillcrest	545	118	157	266	1,086
Jamaica	439	54	140	157	790
John Adams	345	133	128	148	754
John Bowne	475	79	183	141	878
Long Island City	282	110	116	134	642
Martin van Buren	426	37	93	114	670
Newtown	488	163	294	333	1,278
Queens Vocational	148	85	43	107	383
Richmond Hill	259	116	79	126	580
Springfield Gardens	244	78	109	211	642
Thomas A. Edison	201	49	57	114	421
Townsend Harris	200	0	10	7	217
William C. Bryant	433	156	161	205	955
Queens	8,959	2,419	2,740	4,119	18,237

* Includes students with unknown status.

TABLE B-1
(continued)

School	Graduates	Dropouts	Discharged	Still Enrolled*	Total
Bronx Regional	63	48	19	84	214
Bronx Univ. Heights H. S.	9	10	4	38	61
Brooklyn College Academy	6	11	6	26	49
City-as-School	136	51	22	220	429
Concord	22	23	3	33	81
H. S. of Redirection	31	170	22	90	313
Ida B. Wells	8	18	8	18	52
International H. S.	52	5	9	22	88
Lower East Side Prep	58	98	52	94	302
Martha Neilson School	6	38	10	30	84
Middle College	55	25	18	63	161
Pacific	35	39	21	143	238
Park East	21	56	29	42	148
Queens Outreach	68	28	5	32	133
Satellite Academy-Man.	107	142	18	191	458
Street Academy	22	30	11	21	84
West Side	101	132	25	114	372
Alternative High Schools	800	924	282	1,261	13,267

* Includes students with unknown status.

TABLE B-2
Percentage Outcomes for the Class of 1988,
by School and Superintendency

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
A. Philip Randolph	66.6%	4.8%	9.6%	19.0%	374
Chelsea	45.6	24.2	8.8	21.4	215
Fashion Industries	44.7	16.9	13.2	25.2	432
F. H. LaGuardia	61.2	3.8	10.7	24.3	737
George Washington	17.4	33.7	14.2	34.7	775
Graphic Communication Arts	34.0	26.7	9.1	30.2	374
Humanities	50.6	9.9	22.4	17.0	553
H. S. of Art & Design	68.2	5.8	7.6	18.4	485
Julia Richman	31.6	31.7	12.9	23.8	865
Louis D. Brandeis	29.5	23.3	14.6	32.6	742
Mabel D. Bacon	53.7	13.8	7.7	24.8	298
Martin Luther King, Jr.	33.9	33.7	12.3	20.2	709
Math and Science	57.8	2.5	13.9	25.8	353
Murry Bergtraum	68.2	5.4	10.1	16.3	701
Norman Thomas	53.1	10.4	5.9	30.6	762
Park West	35.2	23.1	15.9	25.8	640
Seward Park	30.6	21.6	14.4	33.4	1,063
Stuyvesant	82.8	0.3	5.3	11.5	693
Washington Irving	35.6	27.9	11.5	24.9	702
Manhattan	45.5%	17.8%	11.9%	24.8%	11,473

* Includes students with unknown status.

TABLE B-2
(continued)

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
Adlai E. Stevenson	35.8%	30.9%	11.9%	21.4%	1,117
Alfred E. Smith	35.8	19.7	11.7	32.8	274
Bronx H. S. of Science	67.6	0.5	9.4	22.5	765
Christopher Columbus	41.3	22.8	14.9	20.9	864
DeWitt Clinton	23.9	24.8	10.6	40.7	1,282
Evander Childs	29.2	26.1	18.0	26.7	913
Grace H. Dodge	45.7	16.6	20.3	17.4	409
Harry S. Truman	47.5	11.9	15.8	24.8	537
Herbert H. Lehman	50.1	17.8	10.4	21.7	720
James Monroe	26.6	33.3	14.3	25.8	477
Jane Addams	47.7	24.7	8.5	19.1	283
John F. Kennedy	29.8	18.3	15.1	36.7	1,598
Morris	22.1	29.1	26.9	21.9	506
Samuel Gompers	41.5	21.6	14.8	22.0	431
South Bronx	29.4	31.8	17.6	21.2	245
Theodore Roosevelt	19.5	32.1	22.5	25.9	1,002
Walton	30.2	23.0	14.4	32.5	832
William H. Taft	22.1	33.5	20.8	23.6	698
Bronx	34.4%	23.2%	15.2%	27.2%	12,953

* Includes students with unknown status.

TABLE B-2
(continued)

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
Bushwick	19.9%	21.4%	25.2%	33.5%	654
Canarsie	48.0	10.0	15.8	26.2	600
Clara Barton	58.0	6.5	7.4	28.1	634
East New York	41.5	18.7	18.7	21.1	246
Edward R. Murrow	75.9	2.9	7.8	13.4	664
Erasmus Hall	35.6	18.9	14.5	31.0	890
Franklin D. Roosevelt	45.8	13.2	21.1	19.9	1,038
George W. Wingate	36.7	21.6	14.2	27.5	709
James Madison	58.5	9.2	9.9	22.4	747
John Dewey	66.9	5.7	10.0	17.5	824
Midwood	72.0	7.1	9.0	11.8	787
New Utrecht	43.1	20.5	12.2	24.2	917
Paul Robeson H. S.	0.0	0.0	0.0	100.0	2
Prospect Heights	26.3	28.8	10.7	34.2	670
Samuel J. Tilden	42.2	11.5	13.5	32.8	780
Sheepshead Bay	51.4	15.2	10.5	22.9	730
South Shore	59.8	8.3	13.8	18.1	962
Thomas Jefferson	22.2	37.9	16.4	23.4	517
William H. Maxwell	50.0	24.4	9.2	16.4	238
Brooklyn	48.2%	14.7%	13.4%	23.7%	12,609

* Includes students with unknown status.

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TABLE B-2
(continued)

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
Abraham Lincoln	44.6%	11.4%	14.8%	29.2%	542
Automotive	28.6	31.1	12.9	27.5	280
Boys and Girls	28.2	35.2	10.4	26.2	995
Brooklyn Technical	67.3	1.8	11.0	19.8	988
Curtis	48.0	11.0	14.7	26.3	456
Eastern District	23.4	30.3	19.1	27.2	1,032
Eli Whitney	45.5	26.8	13.0	14.6	123
Fort Hamilton	41.9	23.6	13.6	20.9	872
George Westinghouse	44.7	6.4	8.0	40.9	438
H. S. of Teleco. Arts	0.0	20.0	0.0	80.0	5
John Jay	25.7	20.3	11.1	42.9	774
Lafayette	40.3	22.0	9.6	28.1	719
New Dorp	56.1	15.3	10.2	18.4	832
Port Richmond	60.8	10.1	11.7	17.4	683
Ralph McKee	49.5	8.6	12.4	29.6	186
Sarah J. Hale	33.2	26.8	9.8	30.2	665
Staten Island Technical	76.7	0.0	1.4	21.9	73
Susan E. Wagner	59.1	14.2	9.7	17.0	723
Tottenville	74.1	6.7	8.3	10.9	880
William E. Grady	40.3	7.2	16.1	36.4	404
BASIS	45.6%	17.5%	11.8%	25.0%	11,670

* Includes students with unknown status.

TABLE B-2
(continued)

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
Andrew Jackson	34.6%	19.3%	20.1%	26.0%	819
August Martin	54.4	6.5	8.4	30.7	524
Aviation	47.9	9.4	9.6	33.1	595
Bayside	61.2	6.7	13.5	18.7	654
Beach Channel	38.9	18.2	12.7	30.2	550
Benjamin Cardozo	66.5	6.4	10.5	16.6	826
Far Rockaway	46.4	20.3	14.5	18.8	627
Flushing	43.9	8.9	23.5	23.7	697
Forest Hills	65.2	10.4	12.6	11.9	908
Francis Lewis	52.9	13.7	11.2	22.2	641
Franklin K. Lane	36.2	25.6	10.6	27.6	1,163
Grover Cleveland	54.3	13.6	10.1	22.0	937
Hillcrest	50.2	10.9	14.5	24.5	1,086
Jamaica	55.6	6.8	17.7	19.9	790
John Adams	45.8	17.6	17.0	19.6	754
John Bowne	54.1	9.0	20.8	16.1	878
Long Island City	43.9	17.1	18.1	20.9	642
Martin van Buren	63.6	5.5	13.9	17.0	670
Newtown	38.2	12.8	23.0	26.1	1,278
Queens Vocational	38.6	22.2	11.2	27.9	383
Richmond Hill	44.7	20.0	13.6	21.7	580
Springfield Gardens	38.0	12.1	17.0	32.9	642
Thomas A. Edison	47.7	11.6	13.5	27.1	421
Townsend Harris	92.2	0.0	4.6	3.2	217
William C. Bryant	45.3	16.3	16.9	21.5	955
Queens	49.1%	13.3%	15.0%	22.6%	18,237

* Includes students with unknown status.

TABLE B-2
(continued)

School	Graduated	Dropouts	Discharged	Still Enrolled*	Total N
Bronx Regional	29.4%	22.4%	8.9%	39.3%	214
Bronx Univ. Heights H. S.	14.8	16.4	6.6	62.3	61
Brooklyn College Academy	12.2	22.4	12.2	53.1	49
City-as-School	31.7	11.9	5.1	51.3	429
Concord	27.2	28.4	3.7	40.7	81
H. S. of Redirection	9.9	54.3	7.0	28.8	313
Ida B. Wells	15.4	34.6	15.4	34.6	52
International H. S.	59.1	5.7	10.2	25.0	88
Lower East Side Prep	19.2	32.5	17.2	31.1	302
Martha Neilson School	7.1	45.2	11.9	35.7	84
Middle College	34.2	15.5	11.2	39.1	161
Pacific	14.7	16.4	8.8	60.1	238
Park East	14.2	37.8	19.6	28.4	148
Queens Outreach	51.1	21.1	3.8	24.1	133
Satellite Academy-Man.	23.4	31.0	3.9	41.7	458
Street Academy	26.2	35.7	13.1	25.0	84
West Side	27.2	35.5	6.7	30.6	372
Alternative High Schools	24.5%	28.3%	8.6%	38.6%	3,267

* Includes students with unknown status.

APPENDIX C

GRADUATION AND DROPOUT RATES FOR THE CLASS OF 1986 IN 1986, 1987, AND 1988

TABLE C-1
Class of 1986: Percent of Graduates and Dropouts in 1986, 1987, and 1988, by School and Superintendency

School	Percent of Graduates			Percent of Dropouts			Total
	1986	1987	1988	1986	1987	1988	N
A. Philip Randolph	74.7%	77.9%	81.2%	3.2%	4.5%	3.9%	154
Chelsea	44.4	50.8	56.6	19.6	27.5	24.9	189
Fashion Industries	63.8	65.4	71.9	14.2	19.6	18.5	367
F. H. LaGuardia	60.8	63.6	66.8	5.6	12.4	11.6	250
George Washington	23.1	27.1	37.2	35.2	40.3	43.5	862
Graphic Communication Arts	37.5	44.8	58.2	19.2	28.7	29.9	261
Humanities	48.6	51.0	58.0	8.2	10.9	13.2	257
H. S. of Art & Design	57.2	65.0	73.7	7.5	17.9	11.8	346
Julia Richman	31.8	35.4	44.0	33.7	39.0	38.9	754
Louis D. Brandeis	23.9	28.9	40.5	31.2	38.3	40.5	796
Mabel D. Bacon	63.4	64.2	69.5	11.8	20.4	18.6	279
Martin Luther King, Jr.	27.6	27.8	46.8	36.3	36.3	40.0	485
Math and Science	74.4	83.1	86.6	1.7	4.1	4.7	172
Murry Bergtraum	69.6	73.7	78.7	5.7	12.6	12.6	540
Norman Thomas	57.7	65.8	74.4	7.9	20.2	15.2	620
Park West	34.2	38.6	46.6	25.1	33.7	34.5	629
Seward Park	37.6	40.7	50.8	23.5	29.6	28.8	937
Stuyvesant	84.3	89.8	93.5	1.0	1.6	1.4	629
Washington Irving	32.6	39.4	50.0	24.8	33.4	35.4	602
Manhattan	44.9%	49.4%	58.1%	20.1%	26.4%	26.5%	9,129

TABLE C-1
(continued)

School	Percent of Graduates 1986	1987	1988	Percent of Dropouts 1986	1987	1988	Total N
Adlai E. Stevenson	36.7%	41.3%	52.9%	17.8%	24.3%	26.6%	1,020
Alfred E. Smith	37.1	42.6	47.0	21.8	28.2	34.7	202
Bronx H. S. of Science	83.6	89.8	90.1	1.2	1.2	1.2	647
Christopher Columbus	44.7	47.2	57.4	23.0	27.3	26.2	779
DeWitt Clinton	11.8	18.8	29.1	18.1	22.4	39.3	669
Evander Childs	31.5	37.0	48.8	24.7	30.8	33.8	717
Grace H. Dodge	58.5	61.6	66.2	15.0	21.0	20.3	414
Harry S. Truman	46.4	55.4	67.7	9.8	21.0	16.5	601
Herbert H. Lehman	50.5	55.6	67.5	19.4	24.1	22.1	511
James Monroe	25.7	29.1	40.6	32.4	38.9	38.9	475
Jane Addams	56.4	58.3	62.4	19.1	21.7	22.6	314
John F. Kennedy	34.7	40.9	52.9	19.5	26.0	27.4	1,476
Morris	24.9	26.4	34.1	31.0	34.4	38.7	413
Samuel Gompers	41.4	47.5	54.8	18.6	26.4	27.8	345
South Bronx	22.4	28.4	34.8	29.4	34.3	38.8	201
Theodore Roosevelt	21.6	23.6	31.0	37.6	41.0	44.3	873
Walton	32.5	39.6	49.8	26.3	33.4	34.7	773
William H. Taft	22.6	24.9	35.4	38.0	46.0	45.7	611
Bronx	37.2%	42.0%	51.4%	22.2%	27.8%	29.7%	11,041

TABLE C-1
(continued)

School	Percent of Graduates 1986	1987	1988	Percent of Dropouts 1986	1987	1988	Total N
Bushwick	22.5%	25.0%	31.2%	34.9%	41.1%	44.6%	516
Canarsie	42.7	52.7	67.3	14.4	20.4	18.0	499
Clara Barton	66.3	74.2	79.6	4.4	10.1	8.3	496
East New York	31.4	37.3	50.8	19.9	33.5	28.4	236
Edward R. Murrow	73.2	82.0	86.2	3.6	4.6	4.3	646
Erasmus Hall	38.7	42.2	53.3	24.4	30.6	29.1	938
Franklin D. Roosevelt	37.7	48.2	57.5	16.9	19.5	20.4	812
George W. Wingate	37.6	42.1	53.3	24.8	30.2	28.5	673
James Madison	51.4	57.6	66.0	15.3	20.2	19.3	786
John Dewey	62.3	70.8	78.9	6.0	8.1	8.9	766
Midwood	61.5	64.8	70.6	8.1	11.4	10.2	571
New Utrecht	45.6	50.9	59.4	19.1	26.7	24.4	818
Paul Robeson H.S.	3.2	3.2	3.2	35.5	35.5	35.5	31
Prospect Heights	27.9	28.4	37.7	15.8	26.7	32.0	531
Samuel J. Tilden	47.1	54.7	68.4	12.5	20.0	19.1	686
Sheepshead Bay	52.5	58.0	66.8	15.1	18.2	19.3	581
South Shore	49.6	54.8	65.4	9.6	14.2	11.5	826
Thomas Jefferson	25.3	28.3	34.1	35.2	43.7	45.9	364
William H. Maxwell	55.5	59.1	65.0	16.9	22.8	20.5	254
Brooklyn	46.7%	52.6%	61.6%	16.0%	21.4%	20.9%	11,030

TABLE C-1
(continued)

School	Percent of Graduates			Percent of Dropouts			Total
	1986	1987	1988	1986	1987	1988	N
Abraham Lincoln	44.2%	50.4%	58.3%	14.1%	20.6%	21.6%	573
Automotive	41.6	48.2	52.2	19.6	32.5	31.8	255
Boys and Girls	24.4	24.9	36.3	27.3	35.1	38.5	615
Brooklyn Technical	75.4	77.1	81.6	1.7	4.8	3.7	866
Curtis	51.5	57.2	65.4	11.5	17.2	15.6	390
Eastern District	27.7	31.0	38.4	32.2	37.8	37.9	875
Eli Whitney	32.3	45.0	55.0	25.6	32.3	29.7	313
Fort Hamilton	49.0	51.1	60.0	20.4	22.0	25.3	1,007
George Westinghouse	56.3	65.1	75.0	8.1	15.8	12.0	284
H. S. of Telecom. Arts	58.6	58.6	60.3	17.2	17.2	17.2	58
John Jay	27.0	32.2	42.1	26.8	34.6	37.9	708
Lafayette	43.0	48.0	56.0	16.9	21.2	27.3	561
New Dorp	59.5	67.4	75.8	15.6	20.2	15.6	815
Port Richmond	67.3	70.3	75.7	12.1	14.7	12.9	626
Ralph McKee	73.6	75.7	80.4	4.3	6.0	7.2	235
Sarah J. Hale	11.0	16.8	30.4	37.5	48.2	50.8	309
Staten Island Technical	0.0	0.0	0.0	0.0	0.0	0.0	0
Susan E. Wagner	67.0	70.1	75.8	10.7	15.0	12.8	579
Tottenville	73.5	75.2	81.1	8.8	12.1	8.4	1,032
William E. Grady	43.8	56.2	64.1	14.3	21.9	21.6	329
BASIS	50.1%	54.5%	62.2%	17.0%	22.1%	22.0%	10,430

TABLE C-1
(continued)

School	Percent of Graduates			Percent of Dropouts			Total
	1986	1987	1988	1986	1987	1988	N
Andrew Jackson	39.9%	43.8%	52.3%	24.7%	31.4%	32.2%	681
August Martin	58.7	73.5	78.2	5.8	13.0	11.7	445
Aviation	59.6	66.7	72.8	6.5	11.7	11.7	460
Bayside	54.8	61.1	70.1	8.0	13.5	11.4	725
Beach Channel	46.6	53.6	63.0	14.0	20.0	20.2	494
Benjamin Cardozo	66.5	70.6	76.1	6.3	8.9	9.4	639
Far Rockaway	44.4	45.6	51.6	22.9	28.3	31.5	498
Flushing	47.0	51.2	58.6	12.9	14.8	14.9	596
Forest Hills	64.2	68.4	72.7	11.5	15.1	12.9	981
Francis Lewis	59.8	64.9	72.1	14.2	18.5	17.0	513
Franklin K. Lane	43.0	47.1	55.0	26.4	34.0	33.5	1,004
Grover Cleveland	50.8	55.9	64.9	20.8	23.8	20.7	937
Hillcrest	55.1	59.2	65.4	10.6	12.7	15.4	993
Jamaica	62.5	63.1	70.4	7.4	9.5	9.0	702
John Adams	41.3	43.6	52.7	26.7	31.3	29.6	658
John Bowne	58.7	61.4	67.6	13.2	16.6	14.9	865
Long Island City	47.0	49.9	56.2	17.6	22.1	21.8	655
Martin van Buren	60.6	66.8	72.1	8.8	12.4	10.7	419
Newtown	40.7	43.2	54.4	17.2	20.7	20.3	1,273
Queens Vocational	40.8	46.8	50.0	21.1	30.7	31.2	218
Richmond Hill	41.7	43.1	53.5	27.3	30.6	29.4	480
Springfield Gardens	42.8	48.6	61.7	15.7	20.6	22.0	549
Thomas A. Edison	45.9	56.9	69.6	13.7	24.2	17.2	401
Townsend Harris	0.0	0.0	0.0	0.0	0.0	0.0	0
William C. Bryant	40.6	44.6	54.2	24.3	29.2	27.8	913
Queens	50.5%	54.9%	62.8%	16.1%	20.6%	19.9%	16,099

TABLE C-1
(continued)

School	Percent of Graduates 1986	1987	1988	Percent of Dropouts 1986	1987	1988	Total N
Bronx Regional	27.6%	31.6%	42.1%	24.3%	27.0%	34.2%	152
Bronx Univ. Heights H. S.	0.0	0.0	100.0	0.0	0.0	0.0	1
Brooklyn College Academy	0.0	0.0	0.0	0.0	0.0	100.0	1
City-as-School	32.4	34.8	64.4	14.2	20.9	23.8	374
Concord	22.1	30.9	50.0	25.0	36.8	38.2	68
H. S. of Redirection	6.6	11.4	19.2	55.0	60.3	64.2	229
Ida B. Wells	18.6	18.6	27.9	34.9	39.5	48.8	43
International H. S.	0.0	0.0	0.0	0.0	0.0	0.0	0
Lower East Side Prep	33.6	39.2	43.0	33.9	33.6	33.2	286
Martha Neilson School	7.8	10.9	18.8	31.3	37.5	50.0	64
Middle College	25.2	34.2	55.5	18.1	25.2	27.7	155
Pacific	11.8	19.9	39.8	17.4	22.4	28.6	161
Park East	11.4	12.7	22.3	35.5	41.0	50.0	166
Queens Outreach	0.0	40.4	61.5	9.6	34.6	26.9	52
Satellite Academy-Man.	25.1	26.8	56.4	16.8	21.1	30.2	351
Street Academy	27.8	27.8	38.9	16.7	27.8	33.3	18
West Side	16.0	17.8	39.9	33.7	35.0	41.7	163
Alternative High Schools	21.8%	26.6%	44.7%	26.4%	31.3%	36.3%	2,284